

# Ball Junior High

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Ball Junior High
Street	1500 West Ball Road
City, State, Zip	Anaheim, CA 92802-1626
Phone Number	(714) 999-3663
Principal	Jaron Fried, Ed.D.
E-mail Address	<a href="mailto:fried_ja@auhsd.us">fried_ja@auhsd.us</a>
CDS Code	30664316061683

<b>District Contact Information</b>	
<b>District Name</b>	Anaheim Union High School District
<b>Phone Number</b>	(714) 999-3511
<b>Web Site</b>	www.auhsd.us
<b>Superintendent</b>	Elizabeth I. Novack, Ph.D.
<b>E-mail Address</b>	webmaster@auhsd.k12.ca.us

### **School Description and Mission Statement (School Year 2012-13)**

This section provides information about the school, its programs and its goals.

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#### **Vision Statement**

Ball Junior High School, through a partnership with staff, students, parents, and community will provide a safe, welcoming, well-rounded, and rigorous academic environment that promotes 21st Century necessities. As society is ever-changing, Ball Junior High School staff members are committed to adapting their use of instructional strategies to meet the academic, social, and behavioral needs of our students, so that they embark upon a path that leads to college, career and lifelong success.

#### **Mission Statement**

Ball Junior High School is committed to provide all students with an academic and social environment that promotes:

- An engaging, enriching, and rigorous setting that emphasizes 21st Century skills development, such as, collaboration, critical thinking, creativity, and communication.
- A safe, caring, friendly, and positive academic atmosphere where mutual respect is given to all stakeholders.
- A professional learning community where staff, parents, and students work together as a team to meet the ever-changing demands of society and the 21st Century.

#### **Opportunities for Parental Involvement (School Year 2012-13)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Ball Junior High School's Parent Teacher Student Association (PTSA) is very active. We encourage parents to be directly involved at the school site to contact us regarding: joining PTSA, supervising lunch time, supervising school dances, chaperoning field trips, assisting with music concerts, assisting classroom teachers with special projects, helping with registration in the fall, helping with the 8th grade party and assisting with other activities as needed. In addition, parents serve on the following committees which meet regularly throughout the year: School Site Council, Title I, English Learners Advisory Council, and the Superintendent's Advisory Council. Through our school's community liaison and Title I, we provide training and support to parents interested in helping their student continue their education beyond high school. We also offer adult ESL courses for our parents to help them with learning English. At Ball Junior High School, we encourage all parents to be involved with their children's education. We thank you in advance for your support and promise to do all we can to help you and your student have a great educational experience.

### III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

#### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>English-Language Arts</b>	38	41	42	49	54	52	54	56	55
<b>Mathematics</b>	26	30	31	35	37	35	49	50	50
<b>Science</b>	47	59	63	58	64	62	57	60	59
<b>History-Social Science</b>	38	39	39	49	51	50	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	35	62	50
All Student at the School	42	31	63	39
Male	39	32	70	43
Female	46	30	55	34
Black or African American	36	19	64	36
American Indian or Alaska Native				
Asian	75	74	87	79
Filipino	67	63	85	62
Hispanic or Latino	37	26	57	32
Native Hawaiian/Pacific Islander	45	45		
White	54	36	84	54
Two or More Races	36	29		
Socioeconomically Disadvantaged	39	29	60	36
English Learners	13	12	28	6
Students with Disabilities	31	17	30	11
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.8	21.0	42.4

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	2	2
Similar Schools	5	2	2

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-8	17	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-15	18	21
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-9	20	19
English Learners	-47	14	-13
Students with Disabilities	-13	89	37

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,061	745	25,373	777	4,655,989	790
Black or African American	26	701	665	752	296,463	708
American Indian or Alaska Native	3		132	759	30,394	743
Asian	78	902	3,111	927	406,527	906
Filipino	23	865	1,030	882	121,054	867
Hispanic or Latino	825	722	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	17	838	176	793	25,351	774
White	78	788	3,035	819	1,200,127	853
Two or More Races	11	757	853	804	125,025	824
Socioeconomically Disadvantaged	949	733	18,299	746	2,774,640	743
English Learners	568	666	10,907	685	1,482,316	721
Students with Disabilities	132	583	2,547	554	527,476	615

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

### Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	92.9

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	552
Grade 8	576
Total Enrollment	1,128

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2.4	White	7.4
American Indian or Alaska Native	0.3	Two or More Races	1.1
Asian	7.1	Socioeconomically Disadvantaged	86.5
Filipino	2.0	English Learners	61.8
Hispanic or Latino	78.2	Students with Disabilities	11.0
Native Hawaiian/Pacific Islander	1.5		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.2	14	12	25	30.8	13	7	26	22	16	11	26
Mathematics	36.7	6	5	40	34	8	6	26	27	9	14	20
Science	38.3	1	1	28	36.9	1	2	29	32	6	2	26
Social Science	37.3	2	0	30	35.9	3	2	30	31	5	10	22

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Ball Junior High School Safety Plan is implemented by the school staff members. No less than 4 safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills. The School safety Plan was last updated in March 2012.

### Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	10.43	3.56	9.98	9.85	4.55	
Expulsions	1.56	0.93	0.32	1.02	0.52	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Ball Junior High School is a comprehensive middle school established in 1962. The 24 acre site included 40 regular classrooms and 4 portable classrooms. There are 15 labs, which are designed for specific programs (i.e. computer labs, science labs, choral music room, etc.). The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

Maintenance and Repair: Site and District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning Process and Schedule: The District's Board of Trustees has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on November 12, 2013.



**School Facility Good Repair Status (School Year 2013-14)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: November 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	Restrooms continually back up from floor drains in Boys' & Girls' Restrooms by Rooms 2-15 and 19-28. Inadequate heating and air conditioning in Rooms 16-18 and 23-25. Drain needed in Boys' gym restroom under urinals.
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Walls in Main Office need re-staining or painting. Paint is cracked and peeling in several classrooms. Stained ceiling tiles in various areas. Paint on walls and shelves are peeling and several wall panels need re-skinning in Rooms 16-18 and 23-25. Large hole in wall on east side of prep room in Room 36. No water pressure to sink and drinking fountain in Room 39. Wall panels and carpeting need replacing in Rooms 53-54.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	Receptacles at sink area in Room 37 are not working.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Toilet in Women's restroom in Media Center gushes out water when flushed.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	When raining, water drips from roof vents onto basketball floor.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Gate in front of administration area is bent and will not close. Many lower window cranks need to be replaced in the Media Center. Windows in faculty lounge are etched. Large dip in asphalt in front of curb area at east side of gym. Skylight window cranks and hardware broken in Boys' & Girls' P.E. Fence by tennis courts needs repair.

**Overall Facility Rate**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	43	44	48	48
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	4	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.4	1.6
All Schools in District	99.8	0.2
High-Poverty Schools in District	99.8	0.2
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	564
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** August 2009

Instructional materials for any class are available for review by students and parents in the Ball Junior High School Media Center. Textbooks for core academic classes are purchased and adopted through the State and District adoption cycles. All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students. Parents can contact the Administration and/or teacher directly with questions about any instructional materials or the availability of textbooks.

This information was collected in November 2012.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English textbooks were adopted at the end of 2008-09 school year. All students currently have access to a textbook at school and at home.	Yes	0
<b>Mathematics</b>	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
<b>Science</b>	Science textbooks were adopted in 2006-07 There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student	Yes	0
<b>Foreign Language</b>	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,822	\$1,684	\$5,139	\$86,357
District	---	---	\$5,824	\$83,851
Percent Difference: School Site and District	---	---	-11.8	3.0
State	---	---	\$5,537	\$71,584
Percent Difference: School Site and State	---	---	-7.2	20.6

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Ball Junior High School students can access academic assistance through Home Work Help Shop (an academic intervention program), the after school homework completion program (ZAP), and ELD tutorials that are funded by Title I and EIA-LEP. Additionally, strategic reading interventions are provided to students that are identified through multiple measures, including CST testing. These strategic classes are funded by Title I. Additional instructional assistance and teachers are provided in the areas of reading, math, and ELD are funded through Title I, Title III, and EIA-LEP. \*Qualifying Ball Junior High School students also participate in Supplemental Educational Services (SES) through the Title I program.

\*SES is also referred to as free Title I after-school tutoring.

### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,407	\$42,865
Mid-Range Teacher Salary	\$86,266	\$69,484
Highest Teacher Salary	\$99,147	\$89,290
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$123,886	\$119,946
Average Principal Salary (High)	\$136,711	\$128,378
Superintendent Salary	\$244,008	\$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly-effective lessons. At Ball Junior High School, every Thursday is a late-start day, where teachers collaborate with one another to refine curriculum and instruction. Departments have created common assessments that are frequently given to their students. At the collaborative meetings, teachers review the data from these assessments, discuss best instructional practices, and strategize on how to help those students who struggle. Ball Junior High School also utilizes Thursday late-start days to offer professional development based on the needs of specific staff members. Regularly scheduled "Learning Walks" also occur on the Ball Junior High School campus, providing teachers and administrators a means of engaging in meaningful dialogue about curriculum and instruction. Learning Walks also help staff to identify additional areas of need for upcoming professional development.